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REPORT

OF THE

CONFERENCE ON

College Entrance Requirements

IN HISTORY,

SUBMITTED TO THE

EXECUTIVE COMMITTEE OF THE

NEW ENGLAND ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS

AND PLACED ON THE PROGRAMME FOR DISCUSSION

October 11, 1895.

HAMILTON, N. Y.

Reprinted from THE SCHOOL REVIEW.

52077

THE NEW ENGLAND ASSOCIATION

OF

COLLEGES AND PREPARATORY SCHOOLS.

The tenth annual meeting of the Association will be held at Brown University, Providence, R. I., on Friday and Saturday, October 11th and 12th, 1895. The order of business will be found on the following pages.

For the information of the committee in charge of the social gathering after the evening meeting, it is important that the Secretary should learn in advance the number of persons who intend to be present at that session. Each member is urged, therefore, to send word at once whether he will himself be present, and also whether, in accordance with the standing rule, "Each member of the Association may invite two persons to be present at any meeting," he will invite any one else.

L. CLARK SEELYE, President.

RAY GREENE HULING, Secretary.

Cambridge, Mass., Oct. 1, 1895.

PROGRAMME.

Friday Afternoon, October 11th.

2.30.—"The Propositions of the Conference on Entrance Requirements in History."

Professor ALBERT BUSHNELL HART,
of HARVARD UNIVERSITY.

DISCUSSION.

Opened by Mr. ARTHUR L. GOODRICH,
Principal of the SALEM HIGH SCHOOL.

Friday Evening, October 11th.

7.30.—"The Profession of Teaching."

President J. G. SCHURMAN,
of CORNELL UNIVERSITY.

At the close of this address the members and their guests will adjourn to another room for conversation and refreshments.

Saturday Morning, October 12th.

9.00.—Business Meeting.

1. Report of the Executive Committee and Election of New Members.
2. Report of the Secretary and Treasurer.
3. Report of the Nominating Committee and Election of Officers.
4. Report of the Delegates to the Conference on English Requirements of May 9 and 10, 1895.
5. Appointment of Delegates to the next Conference on English Requirements.
6. Report of the Committee to confer with the Commission of Colleges in New England on Admission Examinations.
7. Appointment of One Member of this Committee.

10.30.—"The Statement of Requirements and the Preparatory Courses in Latin and in Greek proposed by the Commission of Colleges in New England on Admission Examinations."

MR. CHARLES C. RAMSAY,

Principal of the B. M. C. Durfee High School, Fall River.

DISCUSSION.

Opened by Professor JOHN K. LORD,

of DARTMOUTH COLLEGE,

and Professor FRANK E. WOODRUFF,

of BOWDOIN COLLEGE.

OFFICERS, 1894–95.

President,

L. CLARK SEELYE.

Vice-Presidents.

CECIL F. P. BANCROFT. CHARLES W. ELIOT.

Secretary and Treasurer.

RAY GREENE HULING.

Executive Committee.

(With the preceding.)

HORACE M. WILLARD,
ELMER H. CAPEN,
WILLIAM DEWITT HYDE,
EDWARD G. COY,
FRANCES E. LORD.

COMMITTEES.

Committee to confer with the Commission of Colleges in New England on Admission Examinations.

(Appointed by the Association.)

WILLIAM T. PECK, term expires 1895.
CHARLES E. FISH, term expires 1896.
WILLIAM GALLAGHER, term expires 1897.

Committee of Arrangements for the Social Meeting.

(Appointed by the Executive Committee.)

WINSLOW UPTON,
ALBERT D. PALMER,
GEORGE A. WILLIAMS,
WILLIAM T. PECK.

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REPORT

OF THE

Conference on Entrance Requirements in History

To the Executive Committee of the New England Association of Colleges and Preparatory Schools:

The Conference commissioned by you in February to consider the subject of requirements in history for admission to colleges and scientific schools* respectfully submits herewith its recommendations and report. An effort has been made to deal with the subject broadly, in the belief that entrance requirements, in the present state of historical study, can not be adequately treated without reference to methods of examination and instruction. For a fuller statement of many of the points touched upon herein, we refer to the report of the Conference on History, Civil Government and Political Economy† in the Report of the Committee of Ten. This Conference is in substantial agreement with the views therein expressed.

The Conference has held eight sessions, has twice met a conference committee appointed by a body of high school teachers having under consideration the arrangement of programmes in history for the secondary schools, and has freely invited suggestion and assistance from teachers.

After the first meeting Mr. Byron Groce felt obliged to resign membership in the Conference, and Miss Anna Boynton Thompson of the Thayer Academy was selected to fill the vacancy.

* To simplify the phrasing, the word "colleges" is used in most cases through the report. In the spirit of the resolutions of December, which this report follows, the recommendations include "colleges and scientific schools," and the word "colleges" is to be so understood.

† Referred to in the following pages by its full title, or as the "Madison Conference."

The Conference presents its specific recommendations in the following resolutions :

Resolutions

I. *Resolved*, That the colleges be requested to include in their requirements for admission a choice of subjects out of the following topics: *

(1) The History of Greece, with especial reference to Greek life, literature, and art.

(2) The History of Rome: the Republic and Empire, and Teutonic outgrowths, to 800 A. D.

(3) German History } To be so taught as to elucidate the general move-
(4) French History } ment of mediæval and modern history.

(5) English History, with especial reference to social and political development.

(6) American History, with the elements of Civil Government.†

(7) A detailed study of a limited period, pursued in an intensive manner.‡

—any two of these topics to constitute a required subject for entrance to college. The colleges are earnestly requested to accept any additional topic or topics from the list as additional preparation for entrance or for advanced standing.

II. *Resolved*, That satisfactory written work done in the secondary school, and certified by the teacher, should constitute a considerable part of the evidence of proficiency required by the college.

III. *Resolved*, That such written work should include some practice in each of the following:

(*a*) Notes and digests of the pupil's reading, outside the text-books.

(*b*) Written recitations requiring the use of judgment and the application of elementary principles.

(*c*) Written parallels between historical characters or periods.

(*d*) Brief investigations of topics limited in scope, prepared outside the class-room, and including some use of original material.

(*e*) Historical maps or charts, made from printed data and comparison of existing maps, and showing movements of exploration, migration, or conquest, territorial changes, or social phenomena.

IV. *Resolved*, That the examinations in history for entrance to college ought to be so framed as to require comparison and the use of judgment on the pupil's part, rather than the mere use of memory. The examinations should presuppose the use of good text-books, collateral reading, and prac-

* The Conference expects that for any one of the seven topics one year's work of at least three periods a week, or an equivalent, would be necessary.

† It is expected that the study of American History will be such as to show the development and origin of the institutions of our own country; that it will, therefore, include the colonial beginnings; and that it will deal with the period of discovery and early settlement sufficiently to show the relations of peoples on the American continent, and the meaning of the struggle for mastery.

‡ See Section 2.

tice in written work. Geographical knowledge should be tested by requiring the location of places and movements on an outline map.

Commentary on the Resolutions

1. Practicable Applications of the Plan

In preparing its recommendations the Conference has had in view the desirability of presenting a plan capable of application, under existing conditions, with the least possible jar or friction,—a plan which should, however, make an approach to the ideal system. The entrance requirements proposed do not necessitate four years of continuous historical study, but they provide for its due recognition as a part of college preparation, and the Conference urges the need, from both the practical and the educational standpoints, of such continuous four-year courses in history, the light of which has been too long obscured by ancient tradition and by the failure to understand the scope and value of historical science. This Conference takes positive ground with the Madison Conference in recommending that history be given in the secondary schools, in all courses, not less than three forty-minute periods a week for four consecutive years.

In pursuance of this recommendation the following model programmes are offered, as representing what seems to be the ideal arrangement. The topics referred to are those named in Resolution I.

MODEL PROGRAMMES

for four-year secondary school courses in history.

Year.	Classical.	Latin-Scientific.	Modern Languages.	English.
I	**Greece (1)**			
II	**Rome (2)**			
III	English (5), or French (4), or German (3).	English (5), or French (4), or German (3). As in the Classical programme	French (4), or German (3), or English (5), or American (6).	English (5), or American (6), or German (3), or French (4).
IV	Intensive study (subjects preferably from American History.)	Intensive study (subjects preferably from American History,) or French (4), or German (3).	Intensive study (subjects preferably from French and German History.)	Intensive study (subjects preferably from English, or American History), or American (6), or English (5), or German (3), or French (4)

EXPLANATORY NOTES

1. It is believed by the Conference that Greek history is the best foundation for historical study, and should begin such study in any programme, since all of the important problems of civilization meet us in Greece in their simplest form, giving the historical student the elementary material which the biological student finds in the simpler animal forms. Roman history is considered equally fundamental because of the grasp of problems of law and organization in which Rome was the universal teacher. By thorough drill at the outset in these subjects the pupil may be grounded in the character, method, and terminology of historical science.

2. In the years in which options are proposed, the topics are given an order of preference based on the general value of the specific topic, or on its relation to the other work of the course—as in the Modern Language programme, where French and German history are preferred. The alternatives in each case are for schools which cannot conveniently teach the preferred subjects. On the co-ordination of History and Literature, see Section 6. It will be seen that the four programmes make necessary but four History classes, one for each year. Large schools, with special teachers, can broaden their work by giving the different subjects.

3. On the question of intensive study (Topic 7) see Section 2. In suggesting the selection of subjects for intensive study, the principle laid down in Note 2 above has been followed. In the Latin-Scientific and English programmes options have been suggested, though the intensive study is preferred. In the Classical programme, as distinctly college preparatory, the ideal programme must devote a year to this method of study on account of its signal value as a preparation for continued study. In the Modern Language programme intensive study offers an exceptional opportunity for practical use of the knowledge of French and German already acquired, and may thus be recommended primarily for itself, and secondarily as an ally of the work in language.

4. The nomenclature of the four programmes, Classical, Latin-Scientific, Modern Language, and English, has been adopted, not because of any significance that it carries in connection with the study of history, but because it represents in general terms a common form of division of secondary school programmes, and one which seems likely to be retained for some time.

The adoption of these model four-year programmes cannot at once be secured in all schools. Therefore the plan of requirements in Resolution I has been made moderate, flexible, and simple enough to render possible its adoption in any high school, while it is capable of expansion and encourages such expansion in schools having extended opportunities for the study of history. Many schools are considering the adoption of the programmes of the Committee of Ten. As an illustration of the manner in which the plan of this Conference may be applied to any programmes, the subjoined tabular view is given, showing a feasible and desirable adjustment to those of the Committee of Ten. These programmes offer a great advance in opportunity for the study of history over most of the programme now in use, although they fail, except the English programme, to give to the subject what its real importance demands.

TABULAR VIEW

showing the application of the proposed requirements to the Programmes of the Committee of Ten.

Year.	Classical.	Latin–Scientific.	Modern Language.	English.
I	**4 periods.**	**4 periods.**	**4 periods.**	**4 periods.**
	Greece (1)		**(Roman History begun)**	
II	**3 periods.** Rome (2).			**3 periods.** Rome (2).
III		**2 periods.** Rome (2).	**2 periods.** French (4), or English (5), or Roman (2).	**4 periods.** English (5), or American (6), or German (3), or French (4).
IV	**3 periods—optional.** American (6), or English (5), or French (4), or German (3).	**3 periods—optional.** The same options as in the Classical programme, Year IV.	**3 periods—optional.** German (3), or American (6).	**3 periods.** Intensive study (7), or American (6), or English (5), or French (4), or German (3).

EXPLANATORY NOTES

1. Notes 1 and 2 relating to the Model Programmes apply to these programmes as well.

2. It will be seen that History classes in the different programmes can be combined in schools where subdivision is not feasible. The variation in time between the two and four period classes can be adjusted by slight modifications in the programmes. Thus in the smaller schools but one class in Greek history need be formed for the four programmes; second year pupils in the Classical and English programmes can take Roman history with third-year pupils in the Latin-Scientific, and, where Roman history is the option chosen in that year, with third-year pupils in the Modern Language programme. To make this possible, one period will have to be added for the course in the Latin-Scientific and for that in the Modern Language programme, or taken from the other two. This slight modification in the programme can in most cases be made, or if that adjustment be impossible, the additional period might be occupied, in the two programmes having it, by a course in biography, or some cognate study, parallel with the work in history done by the combined classes. Courses should, however, be put on a basis of at least three weekly periods wherever that is possible. The same method of combination can be applied in the third and fourth years, and it will be seen by a study of the Tabular View that thus schools which give courses only in Greek, Roman, and American history can meet the necessary requirements, except for the fourth year of the English programme.

2. The Seven Topics

The first six topics, considered in connection with the qualifying clauses and with the following discussions of methods of examination and methods of study, are self-explanatory. It may be added, perhaps, that each one should be placed in its proper relation to the great movement of general history; and that the special attention to "life" and "literature" suggested in the case of Greek history will be equally profitable in the study of later periods. The Conference offers additional explanation and suggestions regarding the seventh topic—"A detailed study of a limited period, pursued in an intensive manner." The subject of intensive historical study is treated in the report of the Conference on History, Civil Government and Political Economy, paragraph 15, on pages 176–177 of the Report of the Committee of Ten. It is the opinion of this Conference that in schools providing for four years of study in history the last of those years can profitably be devoted to intensive study of a special period or periods, thereby training the pupil in concentration of thought and thoroughness of work. Such study should be topical in character, without text books, and should involve "careful, painstaking examination and comparison of sources," so as to train the critical faculty and the historical judgment by making the pupil acquainted with

the grounds upon which historical judgments are based, and to give him "a practical power to collect and use historical material." A list of fruitful topics for such study is presented in the report of the Madison Conference. Such lists might be supplied by the colleges in their annual catalogues. In many places profitable lines of study may be laid out in local history, the original sources of which are directly at hand. The Conference wishes to emphasize the value of definite, purposeful study of significant periods,—a study which it is possible for any alert teacher to pursue with a moderate material equipment, since sources and illustrations are now obtainable at reasonable prices. The intensive study of history is not the writing of history; in its various forms (see Section 5, *d*) it aims not to make of the pupil an historian, but to teach him how to read history thoroughly, intelligently and critically. It is a distinct and valuable means of discipline, having as legitimate a place in historical study as has laboratory work in the natural sciences. This observation applies to various kinds of topical work, as well as to fully developed intensive study.*

3. Required and Advanced Subjects

The recommending clause of Resolution I makes use of the terms "required subject" and "additional preparation for entrance or for advanced standing." Two alternatives are thus suggested. By the first of these the principle of equivalents, now receiving recognition within the colleges, and in all consideration of educational schemes, would be extended to entrance requirements, to the extent of recognizing additional preparation in history. This would call for an arrangement by which the candidate should be required to present two of the first six topics; while one or more of the seven topics would be accepted in addition as a part of the preparation for entrance. One available plan for accomplishing this would be to have a

*In view of the discussion as to the place of intensive study in secondary schools the Conference desires to call attention to the approval of such study in elementary schools, by the sub-committee (William T. Harris, James M. Greenwood, Charles B. Gilbert, Lewis H. Jones William H. Maxwell) of the Committee of Fifteen. Report on the Correlation of Studies, Educational Review, March, 1895, pp. 256–257.

certain list of primary subjects required of all candidates, this list to include, as one subject, any two of the first six topics ;* and an optional list of advanced subjects, equivalents one to another, from which each candidate should choose a certain number, one or more of the seven topics to have recognition in this list as one subject. This plan is flexible and can be modified in its details to adapt it to the courses of each college. It is presented, however, only as a suggestion, the essential idea of the recommendation, so far as history is concerned, being the just recognition of preparation in history on a par with that in other departments.

Since any arrangement admitting more history as a part of the entrance requirement of some of the colleges may involve a greater change in their present methods than they are prepared to make, the second alternative is proposed : That colleges or scientific schools not deeming it best to make a place for more history in their entrance requirements, shall accept for advanced standing such topic or topics from the list of seven, in addition to the schedule of subjects required for admission, as the candidate may pass successfully in the manner prescribed in Resolutions II, III, and IV. Thus the same encouragement will be given to the study of history that is now given to that of languages and mathematics. We believe that in the form recommended by these resolutions the colleges will be justified in recognizing such additional preparation as genuine advanced work.

Either course suggested is open to the individual college, should the resolutions be adopted, and the conference wishes to emphasize the desirability of encouraging and rewarding, in a substantial way, an increased amount of historical study—thorough, intelligent, and well organized—in the secondary schools. The Conference is assured that the teachers will be willing and glad to meet the demand, if it is put in such form that they can justify their attempt to do so to the school authorities. By recommending to the colleges the acceptance of

* The seventh topic should be regarded only as a part of advanced preparation.

additional history the association will therefore emphasize proper teaching and a reasonable distribution of subjects.

4. Written School Work

In Resolution II the question of methods of examination is taken up. This resolution calls for little explanation. Examinations limited to a brief period of time, given perhaps in an unaccustomed way, taken amid strange surroundings and under conditions possibly unfavorable to the candidate, are, as final and complete tests, unsatisfactory to examined and examiner. The proposed system of examination, which requires duly certified written work, covering a considerable period of the pupil's study, is more just and furnishes more adequate evidence of the candidate's actual qualification. Resolution III, therefore, presents a category of classes of written work, all of which should appear in such quantity as may fairly represent the work done in the topic.

While the Conference regards the matter of admission by certificate as a question of the administration of the individual college, it offers the suggestion that this written work would be an invaluable basis of judgment in making out certificates. If it were demanded that the written work should accompany the certificate the requirement would be no hardship to the candidate, and its presence would furnish the best possible guarantee of the certificate.

5. Character of the Written Work

(*a*) *Notes and digests.* This expression does not refer to class notes, taken from the words of the teacher, but to systematic digests of the pupil's reading, outside the text-book, showing the character and in part the extent of such reading, as well as the pupil's power of stating the ideas gained from his study in clear, compact, and orderly form.

(*b*) *Written recitations.* These exercises are answers to questions, given in the class, without special preparation, except such as the general work of the class affords, the time for

writing being limited to periods of fifteen or twenty minutes. The questions should be so framed as to require the use of the pupil's judgment and the application of some of the elementary principles of history already learned. For instance: after studying the history of the Peloponnesian War a fair question would be, whether Sparta ever benefited Athens.

(*c*) *Written parallels between historical characters or periods.* Plutarch offers abundant illustration of this kind of work as applied to biography. These exercises are for the purpose of developing the power of accurate comparison, and points of likeness and of unlikeness in the characters or periods compared should be carefully examined. Nowhere is the use of incorrect analogies more common than in history. In no science is accurate analogical reasoning more important. A judicious use of this class of written exercises may teach the pupil to find the real similarity and dissimilarity involved in his comparison, and to place the persons and things in their right relations. Such work will be found to stimulate the interest of pupils and to develop habits of close examination of topics.

(*d*) *Brief investigations.* These, even more than the parallels, will stimulate the pupil and tend to bring in play all his mental activities and all the elements of historical thinking. In this work he is taught to rely upon himself—upon his own powers of observation and of reason; for example, to search an old letter or charter for the secrets that are in it and to apply them when found. The multiplication of accessible sources, in leaflets and compact collections in inexpensive volumes, makes it practicable to do this work, and to do it well. The Conference does not sympathize with the opinion that such work is out of the range of the secondary school pupil. On the contrary, it will be found one of the most profitable of exercises for developing the thinking capacity of such pupils. There is no sharply defined line between college and school, on one side of which the pupil can do an entirely different kind of work from that which he is capable of doing on the other. The child develops by almost imperceptible degrees

into the youth, and into the man or woman. Methods of instruction good at one period are, with reasonable modification on account of greater or less maturity of experience, good in the period next to it. Independent investigation of special topics is not the peculiar privilege of the college student. If he begins to practise it in a small way in the secondary school, he should be capable of accomplishing in college far more than at present.

(*c*) *Historical maps or charts.* The production of work of this kind is of the utmost assistance in fixing facts of geography, chronology, and statistics—facts which are the skeleton of historical knowledge, giving it form and substance. The maps and charts should be made, not by copying, but from description and from such comparison with existing maps as may be necessary to attain accuracy. A part of this work may be prepared outside the class-room with some elaboration of detail. The pupil should be trained also to express facts on outline maps in the class, from knowledge acquired by previous study. For map work natural outlines may be copied or traced; or prepared outline maps, now obtainable in considerable variety, can be used with great economy of time. The latter are equally good, since the object of this work is to impress historical knowledge and not to make the pupil a topographical draughtsman. A judicious encouragement of ambitious and interested pupils in this kind of work may lead to really valuable results in the graphic representation of history.

6. Relations of History, English, and Literature

History, with its large field for written as well as spoken practice, seems to offer itself as a natural ally of English. In all written work attention should be paid to neat form and correct use of English, and schools should connect the work in history with that in composition. The alliance will strengthen both. As pupils advance beyond the elements of language, the study of the literatures of the different languages can profitably be brought in touch with that of the history of the age and

people. The desirability of such coördination has been considered in the arrangement of programmes for courses in history, proposed in Section 1. The intimate and friendly relation between history, language, and literature should be recognized in all schools in which such recognition is possible.

7. Character of the College Examination

The first clause of Resolution IV needs no commentary. It insists that rational historical knowledge, rather than mere empirical acquaintance with facts furnishes the real test of the candidate's capacity. By the second clause there will be presupposed in the preparation of the candidate "good text-books," (see Section 8), "collateral reading," (see Section 9), "and written work," (see Section 5). The last clause calls for a testing of the candidate's geographical knowledge by a graphic method with which his preparatory study is supposed to have made him familiar.

8. Text-Books

Accepting text-books as a necessity, the Conference suggests that there are text-books and text-books, and that the colleges can do a helpful work by publishing carefully selected lists of approved books for each of the six text-book topics, giving school directors thereby an authoritative basis for judgment.

The Conference especially urges in this connection the advisability of the use of at least two text-books in each subject wherever possible. In this way the invaluable comparative method may be used in the routine work of the class, and if the text-books chosen are those of robust thinkers, and not mere compilers, the advantage of different points of view is given, with results not attainable when but one text-book is used. The cost of text-books is so moderate that it need not, in most cases, prevent the accomplishment of this very desirable result. When it is not practicable to put two books in the hands of each pupil, it may be possible to provide a number of copies of the second book for the school library—per-

haps half as many books as there are members of the class. An economical method of obtaining somewhat the same advantage is to have one-half the class supplied with one text-book, and one-half with another. This is easy of application in schools having free text-books. Such an arrangement offers a similar opportunity for comparison of different methods of treatment and different points of view, though it is recommended that each pupil possess more than one book on a subject.

Care should be taken to obtain text-books adapted in their plan to scientific methods and not to mere memorizing. Some well-written books are not available for class use where the best methods of instruction are practised.

9 Collateral Reading

Every school should be provided with a well-selected working library, wherein quality is, for the practical purposes of the classes in history, of more importance than quantity, desirable as is the latter. Collateral reading in authors of recognized authority should be carefully laid out by the teacher, and such reading should be required as a part of the pupil's work. In connection with this collateral reading the digest system of note-taking should be used, as a means of fixing the results of such reading in the pupil's mind, as well as to prevent his scattering his work, and thereby failing to obtain the best results.

The vast extent of literature, directly or indirectly historical, makes it the first business of the student to learn to use books—wisely as to contents and economically as to time. Especial attention should, therefore, be given to this matter of collateral reading. If well developed its results are far more important than mere text-book knowledge can be Wherever public libraries exist a close alliance should be made between them and the schools; and pupils should be taught to take advantage of their opportunities thoroughly and systematically. Bibliographical reports upon the libraries, in connection with special topics, are valuable exercises, and librarians will often prepare special reference lists and lay out selected tables of

books for the benefit of classes in history. Individual teachers and librarians will find their own special methods of bringing students in history into pleasant and profitable connection with the library.

10. Observations on Methods of Instruction

The written work called for in the third resolution, and explained in detail in Section 5, makes necessary certain methods of instruction to produce the results required as a part of the examination. While each teacher will give his or her own form to the details of these methods their general outline may be summarized under the two heads, preparation of the student and class-room work, as follows:

I. Preparation of the student.
- (*a*) Text-books (diversity desirable)
- (*b*) Collateral reading, with digests.
- (*c*) Use of atlases and maps.
- (*d*) Objective illustration.
- (*e*) Miscellaneous written work.

II. Class-room work.
- (*a*) Digests of topics or of reading.
- (*b*) Written recitations.
- (*c*) Reference to maps.
- (*d*) Rapid questions as to facts.
- (*e*) Discussion of debatable problems.
- (*f*) Fluent recitations.

While stress is laid in this report upon the teaching of the relations and the meaning of facts, it is necessary for this that the facts themselves be known correctly. In order that this may not be lost sight of, the frequent "quiz," or rapid fire of questions as to fundamental facts, is introduced as essential in the work of the class-room. The fluent recitation, a clear and uninterrupted statement by the pupil of facts and principles, is intended to train the mind to organize knowledge and to state conclusions clearly and forcibly.

It is believed that the plan of making digests of parts of books, or of topics, may be profitably applied in the class-room as well as in the work of preparation.

11. Main Idea of these Recommendations Already Approved by the Association

In December, 1894, after careful deliberation, the Association adopted, by a decisive vote, the following resolutions:

Resolved, That the interests of education would be promoted by a closer articulation than now exists between the secondary schools and the higher institutions of New England.

Resolved, That as an effective means of securing such closer articulation, the satisfactory completion of any one of the studies embodied in the programmes submitted on pages 46 and 47 of the Report of the Committee of Ten, to the extent and in the manner recommended by the Committee, should be allowed to count for admission to colleges and scientific schools.

Resolved, That the authorities of the colleges and scientific schools represented in this Association be, and they hereby are, requested to take such action as will give effect to the foregoing implied recommendation.

The recommendations of this Conference apply to the study of History the principle thus approved by the Association. The resolutions cited above contain the fundamental idea of this report—the recognition of work in history, pursued under certain conditions and to a certain amount, as part of preparation for college. In amount the Conference does not insist upon a prescription as extended as is implied in the vote of the Association, but it does urge recognition, in the way of options at least, to the full extent of the historical study provided for in the four programmes of the Committee of Ten. The Conference assumes, therefore, that it comes before the Executive Committee on accepted ground, and that the details of its plan, rather than the plan itself, will be the subject of discussion.

12. Concluding Remarks

It will be seen that with the minimum preparation of two topics, two years of good work will be necessary to enable the candidate to pass the entrance examinations in history. The possibility will be removed of passing an examination by the hasty and valueless "cramming" of some text-book, and preparation in history will have a meaning and become a serious task for the candidate for admission to college or scientific school.

In conclusion, the Conference wishes to urge the all-important character of history as a study for the intellectual and ethical development of the citizen. In that light it has been considered in this report, which has for its object the development of the study as rational, scientific and disciplinary, and not merely as a means of ascertaining certain facts. Considered in their relations the facts with which history deals are the greatest within the range of human knowledge, the basis of many sciences directly affecting the well-being of humanity. Considered outside of their relations they are hardly more important than the trivial happenings of every day, in home, or street, or school. History should be so taught as to place these facts in their true relations and thus to give them the rank that belongs to them. So treated, history is entitled to a place among those subjects with which the mind should be informed at an early age and by which it should be disciplined and developed as a preparation not so much for college as for the larger interests of life. The requirements contained in the foregoing resolutions, if adopted and maintained by the colleges, will tend to make the study of history in the schools a useful developing study of this character, of strong practical bearings; a study that will teach systematic methods, train the reason and judgment, broaden the understanding, and place in their right relations the past and the present, the facts of life that affect man as a political and social being.

These resolutions are not solely, or even principally, in the interest of the colleges and of students preparing for college. All secondary schools will soon send students to college, and the resolutions are intended to apply to all secondary schools, and not merely to those nominally preparatory. The courses and methods recommended are to be applied to pupils whose study ends with the high school, as well as to those who enter the college or the scientific school. The most complete course of all, that of four years, provided for in the English programme, can be given, under present conditions, only in schools not hitherto college-fitting schools. It is not the least beneficent

result that will flow from the adoption of this plan on the part of the colleges and scientific schools that by insisting upon these requirements, and by opening their doors to students prepared under them, they can bring about a more thorough and scientific teaching of history in all secondary schools.

Respectfully submitted :

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April 22, 1895

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